

Ware Shoals Elementary

75 West Main Street

Ware Shoals, South Carolina 29692

Grades 4-6 Elementary School

Enrollment 251 Students

Principal Nancy Brown 864-456-2711

Superintendent Fay S. Sprouse 864-456-7496

Board Chair Ed Farr 864-456-7496

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	39	50	4	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Average	No

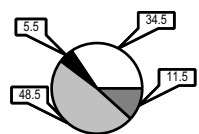
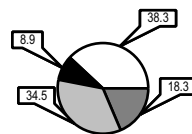
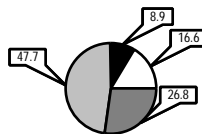
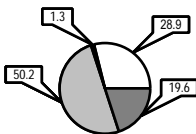
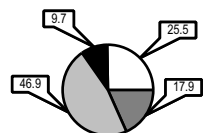
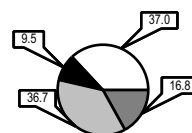
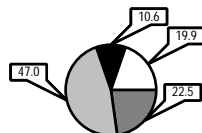
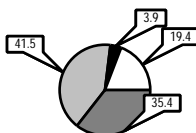
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	250	100.0	28.9	50.2	19.6	1.3	32.8	Yes	Yes
Gender									
Male	129	100.0	41.5	44.9	13.6	0.0	22.9		
Female	121	100.0	16.2	55.6	25.6	2.6	42.7		
Racial/Ethnic Group									
White	191	100.0	22.9	53.1	22.3	1.7	36.3	No	Yes
African American	57	100.0	48.2	41.1	10.7	0.0	21.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	196	100.0	22.3	51.6	24.5	1.6	40.8		
Disabled	54	100.0	52.9	45.1	2.0	0.0	3.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	250	100.0	28.9	50.2	19.6	1.3	32.8		
English Proficiency									
Limited English Proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	248	100.0	28.9	50.2	19.6	1.3	32.8		
Socio-Economic Status									
Subsidized meals	148	100.0	36.8	45.6	17.6	0.0	26.5	No	Yes
Full-pay meals	102	100.0	18.2	56.6	22.2	3.0	41.4		

Mathematics – State Performance Objective = 36.7%									
All Students	250	100.0	16.6	47.7	26.8	8.9	52.8	Yes	Yes
Gender									
Male	129	100.0	19.5	49.2	27.1	4.2	48.3		
Female	121	100.0	13.7	46.2	26.5	13.7	57.3		
Racial/Ethnic Group									
White	191	100.0	13.4	43.6	32.4	10.6	59.8	Yes	Yes
African American	57	100.0	26.8	60.7	8.9	3.6	30.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	196	100.0	8.2	48.4	32.1	11.4	60.9		
Disabled	54	100.0	47.1	45.1	7.8	0.0	23.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	250	100.0	16.6	47.7	26.8	8.9	52.8		
English Proficiency									
Limited English Proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	248	100.0	16.6	47.7	26.8	8.9	52.8		
Socio-Economic Status									
Subsidized meals	148	100.0	20.6	52.2	22.1	5.1	44.9	Yes	Yes
Full-pay meals	102	100.0	11.1	41.4	33.3	14.1	63.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	250	100.0	38.3	34.5	18.3	8.9	27.2
Gender							
Male	129	100.0	42.4	29.7	19.5	8.5	28.0
Female	121	100.0	34.2	39.3	17.1	9.4	26.5
Racial/Ethnic Group							
White	191	100.0	30.2	37.4	22.3	10.1	32.4
African American	57	100.0	64.3	25.0	5.4	5.4	10.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	196	100.0	28.8	37.0	23.4	10.9	34.2
Disabled	54	100.0	72.5	25.5	0.0	2.0	2.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	250	100.0	38.3	34.5	18.3	8.9	27.2
English Proficiency							
Limited English Proficient	2	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	248	100.0	38.3	34.5	18.3	8.9	27.2
Socio-Economic Status							
Subsidized meals	148	100.0	46.3	33.1	15.4	5.1	20.6
Full-pay meals	102	100.0	27.3	36.4	22.2	14.1	36.4

Social Studies							
All Students	250	100.0	34.5	48.5	11.5	5.5	17.0
Gender							
Male	129	100.0	39.8	46.6	8.5	5.1	13.6
Female	121	100.0	29.1	50.4	14.5	6.0	20.5
Racial/Ethnic Group							
White	191	100.0	31.3	46.9	14.5	7.3	21.8
African American	57	100.0	44.6	53.6	1.8	0.0	1.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	196	100.0	26.1	52.7	14.1	7.1	21.2
Disabled	54	100.0	64.7	33.3	2.0	0.0	2.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	250	100.0	34.5	48.5	11.5	5.5	17.0
English Proficiency							
Limited English Proficient	2	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	248	100.0	34.5	48.5	11.5	5.5	17.0
Socio-Economic Status							
Subsidized meals	148	100.0	43.4	43.4	8.1	5.1	13.2
Full-pay meals	102	100.0	22.2	55.6	16.2	6.1	22.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	89	100.0	25.8	50.6	22.5	1.1	23.6
	5	98	99.0	26.0	56.3	16.7	1.0	17.7
	6	103	100.0	24.5	45.1	28.4	2.0	30.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	77	100.0	31.9	55.6	12.5	0.0	12.5
	5	82	100.0	22.4	51.3	25.0	1.3	26.3
	6	91	100.0	32.2	44.8	20.7	2.3	23.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	89	100.0	29.2	48.3	14.6	7.9	22.5
	5	98	100.0	21.9	51.0	18.8	8.3	27.1
	6	103	100.0	11.9	44.6	25.7	17.8	43.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	77	100.0	19.4	48.6	22.2	9.7	31.9
	5	82	100.0	17.1	47.4	25.0	10.5	35.5
	6	91	100.0	13.8	47.1	32.2	6.9	39.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	77	100.0	50.0	31.9	15.3	2.8	18.1
	5	82	100.0	35.5	30.3	21.1	13.2	34.2
	6	91	100.0	31.0	40.2	18.4	10.3	28.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	77	100.0	38.9	41.7	12.5	6.9	19.4
	5	82	100.0	30.3	50.0	14.5	5.3	19.7
	6	91	100.0	34.5	52.9	8.0	4.6	12.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 251)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	3.9%	Up from 2.3%	3.3%	3.0%
Attendance rate	96.9%	Up from 96.3%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%	Up from 3.5%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.4%	Up from 3.1%	3.5%	3.2%
Eligible for gifted and talented	9.4%	Down from 16.5%	12.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	20.1%	Up from 17.2%	9.2%	8.2%
Older than usual for grade	4.0%	Up from 2.0%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.2%	Down from 8.6%	0.0%	0.0%
Teachers (n= 18)				
Teachers with advanced degrees	44.4%	Down from 50.0%	52.9%	52.6%
Continuing contract teachers	88.9%	No change	85.7%	83.3%
Highly qualified teachers	94.4%	Up from 94.1%	92.9%	93.5%
Teachers with emergency or provisional certificates	11.8%	Down from 17.6%	0.0%	0.0%
Teachers returning from previous year	83.2%	Up from 78.2%	87.7%	87.0%
Teacher attendance rate	96.1%	Up from 93.9%	95.0%	95.0%
Average teacher salary	\$37,391	Up 2.6%	\$41,486	\$41,703
Prof. development days/teacher	6.5 days	Down from 7.9 days	13.0 days	12.8 days
School				
Principal's years at school	1.0	Down from 16.0	4.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 18.4 to 1	18.8 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 89.1%	89.5%	89.8%
Dollars spent per pupil*	\$6,549	Down 0.6%	\$6,123	\$6,242
Percent of expenditures for teacher salaries*	49.9%	Up from 49.7%	64.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Ware Shoals Elementary School is to provide a foundation of academic excellence that will enable all students to become independent, lifelong learners in today's ever changing society.

Ware Shoals Elementary School strives to educate the "whole child." We seek to instill in our students respect for themselves as well as others and to promote the values accepted by our society. We feel our main purpose is to prepare our students academically. Building on previously acquired skills, we work with our students on developing critical thinking skills and applying their knowledge in solving more challenging problems.

We use a variety of methods and materials to give our students the knowledge they need to be successful in all academic areas. Math teachers use traditional practices along with hands on activities within a Four-Block Delivery Model to meet individual student needs. Language Arts teachers have been trained to use the Four-Block Literacy Model to enhance instruction. Language arts, math, science and social studies instruction is guided by state standards and enhanced with curriculum guides and supplemental materials purchased by the district.

Ware Shoals Elementary School provides opportunities for students to make educational choices and work independently; however, we continue to supervise their work and monitor their academic and social skills. We believe in maintaining contact with parents and enlisting their assistance to assure educational success for each student.

The faculty and staff at Ware Shoals Elementary School are united in our efforts to develop our students socially, emotionally, and intellectually. A combined effort from a dedicated faculty and staff, concerned parents and a supportive community assures that we are assisting students in reaching their full potential.

Nancy Brown
Principal
Ware Shoals Elementary School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	87	60
Percent satisfied with learning environment	95.5%	74.4%	82.8%
Percent satisfied with social and physical environment	100.0%	81.6%	74.6%
Percent satisfied with school-home relations	90.9%	89.5%	67.2%

*Only students at the highest elementary school grade level at this school and their parents were included.